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Service Paper
DEVELOPING POWER
IN WORD RECOGNITION

Submitted By
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CHAPTER ONE

STATEMENT OF THE PROBLEM

Introduction

The findings and implications of a general diagnostic survey of the reading program in our elementary school (Franklin, West Newton) shocked and disturbed the teachers, especially of the first three grades upon whose professional shoulders rested the burden of responsibility for adequate preparation. It revealed serious weaknesses and shortages; it implied difficult remedial tasks in grades four, five, and six; it challenged all to vigorous effort to correct the current deficiencies and to prevent a recurrence of the same or a similar situation.

Further study through such standardized tests as "Iowa Every Pupil Test of Basic Skills", Gates reading tests, and teacher-made informal tests corroborated the preliminary survey results and pointed to a definite lack of functioning phonetic knowledge and power not only on the primary level but especially in the grades above.

Concrete evidences of these same handicaps were tragically apparent in writings in the composition field, social studies, science, arithmetic problems, and wherever written spelling was required.

Corresponding limitations were also keenly felt not only in the regular reading program but whenever a desire had been

aroused for creative writing or for research. Motivation was weakened, interest slackened, and many an activity was left incomplete or relegated to the uncertain future. The general situation was discouraging and disheartening but not hopeless.

The handwriting on the wall indicated the necessity for an immediate remedial program for the older pupils to supplement conscious emphasis within the basal curriculum in the first three grades with special emphasis and attention on the intermediate level to develop knowledge, powers, and skill in word analysis in order to promote facility, speed, comprehension, and enjoyment in reading.

CHAPTER TWO

RESEARCH

1

Dr. Betts states that phonetics is the science of speech and that phonics is a term which is used when phonetics is applied to reading. However, many of the authorities use the terms synonymously.

As far back as 1790, Noah Webster included phonics in his American Spelling Book. About the year 1840 phonetic and word methods for teaching beginners were substituted for the A. B. C. method. Then followed the McGuffey readers. In 1912 the Beacon, Aldine, and other readers published were built strictly around phonetics. This procedure was predominant in classrooms for many years to follow. Then the pendulum swung from extreme phonetic systems and methods to no phonetic instruction.

Most writers, however, believe that some phonetic skills should be a part of children's background, if the child is to be independent in recognizing new words.

As a result of pros and cons of the case of phonetics the following questions are raised.

2

1. Should phonic instruction be included in a reading program?
2. What type of phonic program is most effective?
3. What preparatory activities should precede phonic instruction?

1. Betts Emmett Albert, The Prevention and Correction of Reading Difficulties Rowe, Peterson, N. Y. 1936 p. 209-(2) p. 210.

4. When should phonics be introduced?
5. How should phonic instruction be given?
6. What are the limitations of phonic instruction?

In the Teachers' Guidebook for the Elson Basic Readers,
¹
 William S. Gray and Edna Leek state that the recognition of word elements and their sounds is only a subordinate clue to the recognition of a word and that the ultimate aim is simply to be proficient in the ability to recognize isolated elements but to enable the child to grasp the meaning of a selection quickly and accurately. Except in unusual cases the authors felt isolated drills were inadvisable.

²
 In Arthur I. Gates' book The Improvement of Reading he feels that a course in phonics is rarely indispensable to learning to read. He sights deaf mutes as evidence of this fact. Some children who have not had phonetic training show a weakness in word recognition and pronunciation of new words and depend a great deal upon context clues. If these same children were familiar with word forms and word sounds their inability to cope with new words could be remedied.

In the Teachers' Manual for the Do and Hear Books Mary
³
 White and Alice Hanthorn bring out the idea that all children do

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1. Gray, William S. and Leek, Edna B. Teachers' Guidebook for Elson Basic Readers Book II Chicago; Scott Foresman & Co. 1931
 2. Gates, Arthur I. The Improvement of Reading Macmillan Co N.Y. 1935 p. 125.
 3. White, Mary L. and Hanthorn, Alice Teachers' Manual for Do & Hear Books N. Y. American Book Co. 1930.

not require the same amount of phonetic training and therefore in the light of their needs, children should be given the necessary preparation and training in phonetic power. The warning is given that a child might easily be confused if too many combinations are given. These two authors feel that phonics should be taught in separate lessons.

1

S. C. Garrison and M. L. Heard in "An Experimental Study of the Value of Phonetics" recorded in the Peabody Journal of Education IX July 1931, found that children trained in phonics do better work in spelling and independent word recognition.

2

D. D. Durrell in Improvement of Basic Reading Abilities states that lack of attention to word analysis results in guessing at words without any regard to word form or context. Although some bright children may be able to acquire the ability to see the difference in word elements and have fluency in visual and auditory discrimination without an organized course or plan the great majority of children profit with some training in visual and auditory discrimination.

One of the greatest weaknesses of the old style of teaching phonics was the lack of transfer from the drills to actual application in the reading situation. The author felt that phonics might be more profitable if taught in connection with spelling

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1. S. C. Garrison and Heard M. L. "An Experimental Study of the Value of Phonetics" Peabody Journal of Education IX July 1931 p. 3-14
 2. Durrell D. D. Improvement of Basic Reading Abilities World Book Co., Yonkers-on-Hudson N.Y. 1940 p. 197-230

since the reading lessons should be a time for pleasure and enjoyment as well as meaningful. Since phonics is really the calling of attention to word structure, it would tend to deprive the child of his pleasure in reading.

The earlier method of teaching phonics started with single letter sounds gradually growing into blends. Later the instruction in phonics changed and words were analyzed into their phonetic parts and then these elements were blended. Because the dictionary divided words into syllables, the beginning blend became important since it followed the idea carried out in the dictionary.

1

Worth J Osburn in "The Relative Values of Letter Sounds and Consonants" published in the State Department of Public Instruction, Wisconsin listed the following initial consonant sounds according to their importance: s, t, c, p, d, f, b, r, m, l, w, z, n, h, v, th, st, pr, and ch also r, n, l, s, t, d, m, p, nt, re, ce, se, th, nd, st, re, ng, te, ch, c and f.

In an article entitled "Phonics" published in the Classroom Teacher II 1928, Anna D. Cordts and Maude McBroom² list the following initials sounds: c, l, b, h, s, m, r, p, c, d, t, f, n, w, sh and the following final sounds: t, ll, n, m, d, p, g ck, sh, ng.

-
1. Osburn, Worth J. "The Relative Value of Letter Sounds of Consonants" Madison Wisconsin, State Dept of Public Instruction.
 2. Cordts, Anna D and McBroom, Maude "Phonics" Classroom Teacher II 1928 p. 389-432

Guy L. and Eva Bond discussed word analysis in their book Teaching the Child to Read feel that inability to master certain definite techniques gives the child on the intermediate grade level the same difficulties as the child on the primary level. The child will neglect beginning letters which follows along into other phases of work such as incorrect interpretation of multiple choice questions for he tends to reverse letters. Many children have never learned or acquired the habit of finding small words within compound words. Others have little or no ability in word recognition.

The ability to divide words into syllables is an aid to both spelling and reading efficiency.

Most of the books one reads devote many pages to word analysis but few if any of the books are concerned with the problem above the primary level. However, lack of visual and word analysis difficulties do not cease at the primary level. On the contrary many and varied are the problems in word analysis found in the intermediate grades especially since these are the children, not all, but many, who came through school when the pendulum was swinging away from phonetic training to little or no word analysis.

In their discussion of phonics, the authors of "Effective Reading Instruction" state that in the primary grades children are taught to recognize words that they are familiar with orally

1. Bond, Guy L. and Eva, Teaching the Child to Read Macmillan Co., N.Y. 1943 p. 313-319.

and that in the upper grades we try to teach pupils how to pronounce words independently. As an aid to independent word recognition we provide work which allows for word recognition by phonetic clues or context clues and also aid from the dictionary.

Upon looking for material in phonics one is deluged with information, exercises, books, etc. for the primary level. However, with few exceptions, the authors say little or nothing in regard to phonetic training in the intermediate grades. It was with great difficulty that the writer secured even this limited material dealing with word power in the intermediate grades for although a vast number of children are secure in their ability to read independently, there are far too many who are lacking in this most useful tool subject.

CHAPTER III

PROBLEM

The problem became first of all one of reeducation of teachers who had eschewed phonics as belonging to old-fashioned drill. They feared that the amount of phonetic training which they felt would serve reading, would be interpreted by supervisors and visitors as an overstress of one of the mechanics. They could not decide just when word analysis would achieve its purpose and when their teaching would be serving phonics. All fervently welcomed the opportunity of more thorough phonetic teaching but felt very insecure as to its general acceptance in educational circles.

The enormity of the task became a second concern, but the organization and planning for a two year period instead of one eased this situation.

A third phase of the problem was to devise ways in which the writer could keep in close touch with every step of the experiment though a full-time teacher herself. Guidance, teaching, and checking along the way and a final study with a limited number of pupils seemed the expedient way to manage this though it incurred some loss enroute.

With these minor difficulties planned, the major problem silhouetted itself very clearly.

Pupils of grades four, five, and six were woefully lacking in reading ability. I.Q.'s ranging from 81 - 114 with a median I.Q. of 93 indicated that this deficiency was not in the

majority of cases due to poor mental equipment.

Three questions must be answered:

1. Was phonetic training in primary grades superficial and inadequate?
2. Should the teaching of phonics be extended to the grades above?
3. What type of program in all six grades would improve girls' and boys' reading to such an extent that not only would they love it but also it would serve them in all activities of school and life which involved the printed page?

It is the searching for answers to these questions which is recorded in subsequent pages.

CHAPTER FOUR

INVESTIGATION

Subsequent to the preliminary and diagnostic program a series of study and discussion conferences for purposes of establishing a common philosophy determining the direction in which we were to travel and setting up specific objectives was launched under the direction of the principal with the cooperation of the teacher of remedial reading, the school psychologist, and including all teachers of grade one to six inclusive.

The following listing is suggestive of the pattern of the study program which formed the prelude to the major project related in this paper.

1. Faculty meeting for the purpose of discussion and understanding of the various ramifications of the problem.
2. Conference of teachers of grades four, five, and six with the remedial reading teacher in which the following topics were reviewed to insure common understanding:
 - a. Auditory and visual discrimination
 - b. Vocabulary of children
 - c. Beginning consonants and blends; final consonants and blends
 - d. Word elements
 - e. Vowel sounds
 - f. Vowel combinations

- g. Prefixes and suffixes
 - h. Word roots
 - i. Syllables
 - j. Sight words
 - k. Richness and color through word meaning
3. Remedial reading teacher's conference with teachers of one, two, and three covering subject matter listed under 2 above as it applied to these grades.
 4. Cooperative planning by remedial reading teacher and building assistant of procedures, materials, and content of her corrective program. (Preliminary to the subject of this paper)
 5. Grouping of children according to performance on informal tests into three divisions, namely;
 - a. Those who seemed well-grounded in phonics for word analysis
 - b. Those who had acquired knowledge but were short in functioning practice.
 - c. Those whose basic knowledge was seriously inadequate

Thus with grade lines erased the building assistant's program concentrated on common problems, filling gaps, supplying needed skills, and developing latent abilities. A regular schedule of coaching for groups b and c was initiated in January 1943.

Method of Investigation

I First Year

- A. Re-education of teachers
- B. Testing program
- C. Grouping of pupils
- D. Teaching according to needs of groups
- E. Building assistant's coaching classes
- F. Re-testing for achievement

II Second Year

- A. Diagnosis to discover shortages in writer's group
- B. Conclusions

III Broadening of available facilities

- A. Reading Laboratory
- B. Branch Library

IV Outcomes

Investigation

The work of the building assistant was to consist of three periods a week in periods of twenty minutes each. There were five groups to be instructed which consisted of children from grades four, five, and six. However they were grouped not according to grade but rather according to ability as follows:

1. Those who had no knowledge of phonics,
2. Those with some knowledge of phonics but very slight application,
3. Those with a knowledge of phonics but no transfer value.

Using "Building Word Power" as a basis the following plan was evolved.

The first day the following letters were selected: b, f, g, c.

1. The children made lists using words with these consonants
2. The words were always written on the board for visual as well as auditory concepts.

The second day b, f, g, and c were reviewed and the following letters were presented: h, e, d, j, and n. Each day began with a review of the letters presented the day before. The building assistant asked the children to listen to some words which she had chosen. She of course chose words beginning with the letter she wished to teach. Then she asked the group to tell her the name of the letter. Next she asked different members to

give her some words starting with that same letter. As the child said his word the teacher wrote it on the board. However, she did not follow this exact procedure each day as it would become monotonous. Sometimes the teacher put lists of words on the board or gave a list of words orally to the children - Each time the list began with the letter she wished to stress. Another plan she used was that of putting a sentence on the board leaving a blank space for the word the child was to put in and of course if b was to be taught each blank was filled in with a word that started with b as; _____ and Jane went to the _____ and put their examples _____ each other.

The third day the consonants b, f, g, and c were reviewed and the new letters n, p, m, qu, v, w, r, s, and t were taught.

On the fourth day n, p, m, qu, v, w, r, s, and t were reviewed and the phonograms ake, ill were taught. The children gave the words on this particular day.

The fifth day ake and ill were reviewed and g, c, qu, h, and j.

On the sixth day the following blends were taught; st, wh, br, dr. The word and was put on the board and st added giving the word stand. Sand was put on the board and t added with the resulting word stand. This was the procedure used in word building and analysis.

On the seventh day the blends tr, cl, fr, gr were taught. The same system as had been employed was again followed always using variety.

The letters taught on the eighth day were pl, tw, sn, fl, dh, th.

The blends taught on the ninth day were sh, sw, sp, and sc with a few ending blends as push-sh. This was the first day ending blends had been presented but ending consonants had been taken up in conjunction with beginning consonants.

Lists made by the children

Beginning consonants

beacon Stalingrad
fountain
terror
cabinet
root
linen
dainty
jewel
keen
notice
pioneer
hostage
generator
murmur
quietly
volcano
wander
cargo

Ending consonants

bulb
bluff
concert
electric
aviator
bowl
defend
crew
talk
gallon
shop
beach
fencing
film
boss

garage

knowledge

Beginning Blends

black
challenge
drawbridge
crisis
cry
gravel
frigid
principal
scarf
triangle
shark
whistle
stadium
thistle
whittle
fleece
cliff
brilliant
spring
swallow
sugar
smile

Ending Blends

clutch
mesh
march
mich
wash
rash
rack
teeth
check
rock
wreck
click
clinch
flinch
quick
slick
chick
brick
stick

Lists made by the teacher

Beginning blends

st	wh	br
stagger	which	brave
stake	what	bribe
stale	where	bright
startle	when	bring
stingy	why	brood
dr	cl	fr
drain	click	freedom
drizzle	cloud	friction
drug	cling	fragment
drop	clutch	frighten
drill	cliff	frisky

gr	tr
groove	trespass
grieve	trickle
green	trench
graze	trail
grasp	trumpet

As the pupils began to show progress in their ability to see and hear word combinations, it was decided to work on syllabication in order to reinforce the spelling program.

The child divided the words into syllables, then pronounced them, showed accent marks and long and short mark over the

vowels. Such words as advertise, astonishment, appoint, discourage, alternate, fortunately, congress, contemptuous, cabin, cabinet, earthenware, governor, horizon, horizontally, ferocious, imagination, and extraordinary were used. These were words suggested by the children many of which were to be found in their social studies vocabulary.

Meanwhile the teachers in their classrooms were continuing their work by transferring the work of the building assistant to the reading and spelling lessons and letting the children continue making lists of words containing the beginning consonants and blends gradually stressing ending consonants and blends.

Words were taken from spelling, reading, and social studies which were divided into syllables showing the accent mark, and determining whether vowels were long or short after the words were pronounced by the children. The teachers tried not to isolate the work too much and therefore tried checking the results of the work by using short selections sometimes from the regular reading book, a library book, or social studies book to see if the transfer desired had been obtained. The results were most gratifying.

The children were encouraged to get the pronunciation from context. Short selections would be chosen with the child making a list of the difficult words found in the reading. Then the list was checked for recognition and meaning. Next the selection was read. Another check was made for new words learned through recognition or meaning. Children were urged and trained

to see words in their parts and sounds were derived from known parts of words.

This type of work was continued until June 1943 at which time the classroom teachers again checked as previously the children who had had this special work and noted the following weaknesses:

Strengths were noted in spelling, sight reading, and recognizing known parts of words.

Weaknesses were found in some beginning blends and such combinations as ai, tion, silent e, short and long vowels, the rule about e, and in some of the common prefixes and endings such as ir, ai, ar, re.

Upon the above weaknesses the program for the following year was based.

The following methods of procedure, as a continuance of this work, were suggested and carried out:-rhyming, discovering words within words, by saying them or by the flash card method to include auditory and visual perception. Classification of words under the same heading as cl or br was made. Then lists of words were made from both columns under these headings:- words which give strong action, words that are picture words, color words or words that help one to hear sounds.

Blend words were limited in categories such as social studies, and each visual lesson was preceded by an auditory lesson. Long words were built from short ones. Stress was put on clear enunciation.

The aim of this work was to hear and pronounce words correctly as well as to use them in written work to determine auditory and visual acuity. Meaning was kept high in all work to improve associative powers, vocabulary, word meanings as well as individual word power.

CHAPTER FIVE

ANALYSIS OF DATA

Program for Testing Procedure

Fifteen minute periods were given so as not to tire the child or disrupt regular classroom work. Five minutes additional time was allowed for directions which in most cases were quite simple. Length of program - 15 days.

Day	Type Test or Purpose of Test
1	Beginning Consonants
2	Ending Consonants
3	Beginning and Ending Blends
4	Auditory discrimination
5	Visual perception
6	Visual perception
7	Auditory discrimination
8	Building Big Words from Small Words
9	Making Small Words from Big Words
10	Prefixes and Suffixes
11	Root or Kin Words
12	Perception of Word Similarities
13	Analytical Inspection - Vowels
14	Recognition of Word Forms
15	Noting Beginning Consonants Beginning and Ending Blends, and Vowels in Context

Data

Number of pupils involved the first year,

Grade 4 62

Grade 5 58

Grade 6 60

Total 180 pupils

Number of pupils involved in the final study, - 20

Chronological ages 11 - 12

I.Q.'s

I.Q. above 110 - 2

I.Q. 90- 110 - 11

I.Q. below 90 - 7

I.Q.'s based on Kul. Anderson Tests given in Dec. 1944

Analysis of Data Secured

In the following test designed to measure ability to see and hear beginning and ending consonants the following letters were found to give the most difficulty when used as beginning consonants: b and d because of a tendency to reverse them and p and b because of their similarity in quick perception. The letters giving trouble as ending consonants were m and n due to the fact that many children are not careful in quick perception tests to concentrate long enough on the whole word. This difficulty with beginning and ending consonants was slight however and with one or two exceptions all the children had perfect scores on the test.

The directions for the test were as follows: I am going

to say a word. You listen and then find a word in the row marked 1 that has the same sound at the beginning as the word I say. Draw a circle around the word. You are to circle only one word in each row.

This test served a two-fold purpose since it was possible to use the same test for ending consonants. The directions were the same except that the examiner changed the words from "a word that begins with the same sound at the beginning of the word" to "a word that ends with the same sound as the word I say."

The first day the test was used for beginning consonants.

Number tested - 20

Number of perfect scores - 18

Number having one error - 1

Number having two errors - 1

The second day the test was given to discover the children who still showed definite weakness in ending consonants. The results were:

Number tested - 20

Number of perfect scores - 19

Number having one error - 1

This error was a confusion of m and n at the end of a word in the second row. The word asked for was ran and an was circled.

The results of both tests showed a growth in ability to hear and see beginning and ending consonants.

Test for beginning and ending consonants

	Beginning Con.	Ending Con.
1. sit, big, right, rest	s (sit)	g (big)
2. am, same, rain, fan	f (fan)	m (am)
3. back, bake, day, lase	d (day)	y (day)
4. not, horse, rose, house	r (rose)	w (how)
5. held, cold, rolled, spell	c (cold)	l (spell)
6. best, rest, seat, said	m (best)	d (said)
7. stand, say, win, make	w (win)	n (win)
8. book, lick, this, but	l (lick)	t (but)
9. like, pan, buzz, bake	p (pan)	z (buzz)
10. stall, push, beat, luck	b (beat)	k (luck)

In the columns to the right of the test are the beginning and ending consonants tested. The word to be circled is in brackets.

The beginning consonants tested were: b, c, d, f, l, m, p, r, s, w.

The ending consonants tested were: d, g, k, l, m, n, t, w, y, z.

However the test is so made that a teacher might also test other consonants by changing a few words.

On the third day a test was given to measure ability to hear beginning and ending blends.

The directions were as follows: In the row marked one draw a circle around the word that ends with the same sound as the word splash. (wash)

In the row marked two, draw a circle around the word that ends with the same sound as the word latch. (catch)

In the row marked three, draw a circle around the word that ends with the same sound as the word tack. (black)

In the row marked four draw a circle around the word that ends with the same sound as the word pink. (drink)

In the row marked five draw a circle around the word that ends with the same sound as the word talk. (walk)

In the row marked six draw a circle around the word that begins with same sound as the word prize. (pretty)

In the row marked seven draw a circle around the word that begins with the same sound as the word fly. (fleet)

In the row marked eight draw a circle around the word that begins with the same sound as the word crown. (crack)

In the row marked nine draw a circle around the word that begins with the same sound as the word click. (clear)

In the row marked ten draw a circle around the word that begins with the same sound as the word drag. (drive)

Test for beginning and ending blends

1. watch	wash	wait	was	sh
2. catch	cat	close	cover	ch
3. brown	black	born	big	ck
4. rain	chain	drink	ring	ink
5. wall	walk	wait	all	alk
6. try	badly	pretty	tie	pr
7. fleet	beat	seat	steel	fl
8. crack	half	gave	close	cr
9. ear	deer	clear	hear	cl
10. give	live	drive	sieve	dr

The following beginning consonants were checked: pr, fl, cr, cl, dr. All had perfect scores on this test.

The following ending blends were checked: sh, ch, ck, ink, alk. The only combination which caused difficulty was ink.

Number tested for beginning blends - 20

Number of perfect scores - 20

Number tested for ending blends - 20

Number of perfect scores - 19

Number having 1 wrong - 1 (ink)

On the fourth day a test was administered to determine weaknesses in auditory discrimination.

The following directions were given by the teacher:

I am going to say a letter or a word. You will put a circle around one letter or one word in each row. Remember you circle only one letter or one word in each row. I will tell you which

row you are to look at. Be sure and look at the number found at the beginning of each row. Then find the letter or word I say.

The results of this test were as follows:

Out of 30 words tested

Number of children tested - 20

Number having perfect scores - 16

Number having one wrong - 1

Number having two wrong - 1

Number having three wrong - 2

Name _____	<u>Auditory</u>
1 a e o d g	16 along around alone lone atone
2 s f r t k	17 forget target forget forgotten first
3 at ball ill all fall	18 would word world whirl wound
4 dog boy day boys play	19 duck laughter dollar drink doctor
5 we men name man run	20 terror tremble trouble terrible terribly
6 was ask saw say see	21 inform uniform reform informa- tion
7 told older elm oat old	22 curtain certain sustain c rtains maintain
8 his sit sat it site	23 radiate radiator radish radiation mediator
9 child ca bold cold call	24 hovel shave shovels shrivel shovel
10 king kind dar kin knit	25 gastric alkaline gasoline glycerine gasification
11 barn bun burn bar done	26 vocation vaccination vacation vacate vocalization
12 quack quick quickly queen quart	27 invent inverted imitation invention invitation
13 hard handy hardly had harder	28 thermometer for inator through typewriter transformer
14 nose ice mice race nice	29 photograph autograph phonograph photogravure photographer
15 speak speck stick spice peck	30 respirator reporter reported importer report

On the fifth day the following test was given to check ability in quick visual perception.

The directions were as follows:

I will show you a card on which will be one letter, a group of letters, or a word. You are to look at the card and then look at your paper to find a word that is exactly the same as the one I will show you. I will tell you the number of the row you are to look at. Circle one word only in each row. Be sure that you look at the row that is numbered the same as the row I tell you to look at.

The flash card was shown for a short interval.

The results of the tests showed that the longer the word the more confusions.

The results were as follows:

Out of thirty words tested

Number of children tested - 20

Number having one word wrong - 1

Number having two words wrong - 5

Number having three words wrong - 4

Number having four words wrong - 2

Number having five words wrong - 1

Number having six words wrong - 1

Number having seven words wrong - 2

Number having eight words wrong - 3

Number having nine words wrong - 1

There were no perfect scores on this test.

Visual

- | | |
|-------------------------------------|--|
| 1. y b d g f | 16. clear clean close climb lean |
| 2. m h n r t | 17. bar park trap party quart dark
part |
| 3. no on imp in nip | 18. sight sought rough ought taught
aught tough |
| 4. goes do go ago dog | 19. quite quick quack point quiet
question quit |
| 5. saw was as was waste | 20. state elation tasted station
stationed started skating |
| 6. pot tab tap pat | 21. dinner differ difference
different deference deferent |
| 7. girl dog boy dig day | 22. nomination notion mention
mountain mountains motion
mentioned |
| 8. won no now mow was | 23. quarter portion bracelet
particle practice practical
poultice |
| 9. and tend on ended and | 24. other the weather wealth
whether whither wealthier |
| 10. lack clock black block
dark | 25. obscure advice above advise
advances dance advance |
| 11. frost first fast firm
trust | 26. sure obscure scare sec re
second server sure |
| 12. same came name some
somerody | 27. portable possible probably
probable problem practical
desirable |
| 13. slat last lost lot blast | 28. contact contain contract
convict contacts capital
contracts |
| 14. jump jest just jot must | 29. immediate meditates mediate
meditate material mediatative |
| 15. drip prop drops rap drop | 30. regular regulate regulation
registration negotiation
recognition negotiation |

The following visual test was given on the sixth day to test for visual discrimination.

The directions were as follows:

I will show you a card on which you will see a word. You are to find that same word on your paper. Circle only one word in a row. I will tell you the row you are to look at and you notice the number at the beginning of each row to make sure that you do not lose your place.

a card was shown for a short interval. Thirty six words were checked. The words at the end of the test were longer and of course more difficult. The results were as follows:

Number of children tested - 20

Number of perfect scores - 1

Number having one word wrong - 3

Number having two words wrong - 2

Number having three words wrong - 10

Number having four words wrong - 1

Number having five words wrong - 1

Number having six words wrong - 2

The results were satisfying since quick visual perception had been a weakness in this particular group.

The seven day an auditory test was given with the following purposes. Part one tested ability to hear beginning consonants. Part two checked beginning blends of two letters. Part three tested ability to hear beginning blends of three letters. Part four was check on ending blends. Part five noted ability to hear phonograms.

The directions for part one were as follows:

This is a listening test. Listen carefully. Put a circle around the word which begins with the same letter as the word I say.

Number taking the test - 20

Number of perfect scores - 20

It was expected and hoped that at this time this group of children would be able to obtain perfect scores. Therefore the writer was pleased at the results.

Then part two was administered with the following directions:

Listen carefully. Put a circle around the word which begins with the same two letters as the word I say.

Number taking the test - 20

Number of perfect scores - 17

Number having no wrong - 3

The third section of the test was to check three letters at the beginning of a word and of course proved a little more difficult.

The directions: Listen carefully. Put a circle around the

word which begins with the same three letters as the word I say.

Number taking the test - 20

Number of perfect scores - 17

Number having one wrong - 2

Number having two wrong - 1

The fourth part continued right after part three with the following directions: Listen carefully. Circle the word which ends with the same two letters as the word I say.

Number taking the test - 20

Number having perfect scores - 19

Number having one wrong - 0

Number having two wrong - 1

As a result of this auditory test, it was found that

1. Beginning consonants were known
2. With the exception of three people, who made one error, words of two letter blend beginnings were known.
3. With the exception of three people, words of three letter blend beginnings were known.
4. Two letter blends at the end of a word were known by all but one person.
5. Phonograms proved to be very slight difficulty.

It was also noted that the one person who did not obtain a perfect score in parts two, three, four, and five was the same individual which indicates a need for further remedial work. His I.Q. is also low - 51

Division of Research & Guidance
Newton Public Schools

Listening Tests

Listen carefully. Put a circle around the word which begins with the same letter as the word I say.

- | | | | | |
|----|------|------|-------|-------|
| 1. | feet | beet | seat | seal |
| 2. | doll | ball | all | call |
| 3. | hard | half | gave | have |
| 4. | hold | cold | sold | told |
| 5. | ear | deer | clear | hear |
| 6. | give | live | drive | sieve |

Listen carefully. Put a circle around the word which begins with the same two letters as the word I say.

- | | | | | |
|----|-------|--------|-------|-------|
| 1. | then | time | two | toe |
| 2. | hope | stop | top | hop |
| 3. | her | where | here | there |
| 4. | sne | school | sane | sleep |
| 5. | black | blue | bear | brown |
| 6. | care | chair | catch | hear |

Listen carefully. Put a circle around the word which begins with the same three letters as the word I say.

- | | | | | |
|----|--------|--------|-------|--------|
| 1. | stand | street | best | feet |
| 2. | spring | ring | sing | swell |
| 3. | me | tree | three | these |
| 4. | ink | sink | line | shrink |

Listen carefully. Circle the word which ends with the same two letters as the word I say.

- | | | | |
|----------|-------|--------|-------|
| 1. watch | wash | wait | was |
| 2. catch | cat | close | cover |
| 3. brown | black | blast | blot |
| 4. rain | chain | drink | ring |
| 5. wall | walk | wait | all |
| 6. try | badly | pretty | tie |

Listen carefully. Circle the word which has the same family of letters as the word I say.

- | | | | |
|---------|-------|--------|-------|
| 1. sit | big | right | rest |
| 2. ar | saw | rain | ran |
| 3. back | bake | day | lake |
| 4. how | horse | rose | house |
| 5. held | cold | rolled | spell |
| 6. best | meet | seat | said |

On the eighth day the following matching test was given.
Its purpose was to build big words from small words.

The directions were as follows:

Below are two columns of small words. You are to match the words in the left column (show column) marked A with a word in the right column (show column) marked B. The idea is to make one big word from two small words. Use lines to connect your words.

- | | |
|------------|---------|
| 1. whom | house |
| 2. sub | light |
| 3. light | shoes |
| 4. ink | well |
| 5. tooth | deer |
| 6. over | ever |
| 7. head | not |
| 8. rein | marine |
| 9. forkman | paste |
| 10. can | place |
| 11. pin | ship |
| 12. fire | case |
| 13. stair | cushion |
| 14. air | head |
| 15. table | where |
| 16. eye | cloth |
| 17. every | knot |
| 18. over | phones |
| 19. ear | glasses |
| 20. bow | plane |

All scored in this test.

On the ninth day the following matching test was given.
Its purpose was to find small words in big words.

The directions were as follows:

Below is a list of words. You will find each word has at least two little words in it. In the space to the right you will put in the little word you find in the big word.

- | | |
|----------------|---------------------------|
| 1. then | - hen, the, he |
| 2. seesaw | - see and saw |
| 3. notebook | - note and book, no not |
| 4. following | - follow and wing and low |
| 5. small | - all |
| 6. around | - round |
| 7. telephone | - phone |
| 8. transport | - port, ran, sport |
| 9. window | - wind, in win |
| 10. snowball | - snow, ball, all |
| 11. tailor | - tail, or |
| 12. throughout | - through, rough, out |
| 13. stagecoach | - stage, coach, age, tag |
| 14. trail | - rail |
| 15. hinge | - in |
| 16. donkey | - key, do, on |
| 17. stone | - tow, on, tone |
| 18. somebody | - some, body, so, me |
| 19. sink | - ink, six, in |
| 20. blotter | - blot, lot |

Out of the twenty words given there was a possibility of getting fifty words.

Number taking the test - 20

Number getting 50 words 0

"	"	49	"	0
"	"	48	"	1
"	"	47	"	0
"	"	46	"	2
"	"	45	"	1
"	"	44	"	0
"	"	43	"	0
"	"	42	"	8
"	"	41	"	4
"	"	40	"	0
"	"	39	"	2
"	"	38	"	0
"	"	37	"	1
"	"	36	"	1

On the tenth day the test consisted of prefixes and suffixes were tested: sub, con, dis, ex, dic, trans, pro, un, re, (2) (2) re, in, to. Total 12, pro, re, in used twice.

The following suffixes were tested: ing, or, est, ay, (3) (2) (2) all, ment, ent, tion, ed, al, alk.

The directions: Circle the prefixes in the following sentences and underline the suffixes.

1. Be prepared to give your oral talk tomorrow.

2. Did you remember your dentist appointment for Thursday?
3. The little puppy was disobedient until he was punished.
4. We must protect our natural resources.
5. Transportation is a problem in war time.
6. Bob is going to play basketball instead of hockey.
7. Henry looked in his dictionary for the meaning of the new words in spelling.
8. The stranger inquired about the shortest route to the railroad.
9. The early train will connect with the New York express.
10. Jim wants to go for a ride in a submarine some day.

There were twelve prefixes and twelve suffixes used. Some were used more than once making a total of thirty three prefixes combined.

The prefixes were well known.

The following suffixes gave trouble: or, ay, ary, al.

Number taking test - 20

Number of perfect scores - 0

Number having 1 wrong - 1

" " 2 " - 1

" " 3 " - 1

" " 4 " - 2

" " 5 " - 3

" " 6 " - 6

" " 7 " - 0

" " 8 " - 1

Words and their Kinnavyplaneairhighcheerfeargreatuselikesmallagreewiseportcomfortbravelow

On the eleventh day to vary the program a simple check test was given. It was entitled words and their kin. The children enjoyed it and filled each block to capacity. It is useful especially in breaking down words in reading or enlarging words for written composition especially in creative writing.

The twelfth day a check was made for perception of word similarities in context.

The directions were given as follows:

Draw a circle in red crayon around all the small words

found in large words.

1. James left his notebook upon the shelf.
2. Do not run in the hallway then you will not fall.
3. Bobby has a new seesaw in his playroom.
4. Bill has a new overcoat.
5. Do not leave without your overshoes.
6. The boy's snowball broke the window in the garage.
7. The boys cheered their team throughout the game.
8. Barbara and Dick accompanied their parents to the railroad station yesterday.
9. Sue's birthday comes on Friday this year.
10. Nineteen children took part in the games on the playground today.

The words found in the first sentence were:

1. James, am, me, is, no, note, book, not up, on, he, she, all, he.
2. do, not, no, he, hall, all, way, the, he, hen, no, all.
3. Bob, by, as, see, saw, is, play, room, lay.
4. ill, as, over, cost, at.
5. do, not, no, with out, eave, you, over, shoes, hoe.
6. he, snow, now, ball, all, he, win, in, wind, he, age, rage.
7. he, cheer, red, he, the, he, tea, am, through, rough, out, he, am, me.
8. bar, am, the, he, rent, pan, he, rail, road, at, on, yes, day.

9. birth, day, me, day, his, 's, ear.

10. nine, child, to, art, he, at, me, lay, play, ground,
round, to, day.

There was a possibility of 109 words.

The number taking the test - 20

The largest number of words - 95

The smallest number of words - 64

The purpose of the test on the thirteenth day was for analytical inspection with attention to vowels.

The children were told to fill in the blank in each sentence with one of the words from the row of words under each sentence.

1. The pilot guided the _____ successfully.

ship, strip, grip, slip

2. The submarine _____ beneath the surface.

flank, sank, blank, tank

3. The plane _____ into the air.

coared, soared, board, hoard

4. Did he _____ his sister's book?

take, bale, rake, flake

5. The children enlarged the _____ of Spain.

map, tap, cap, rap

6. Marion wants to _____ a cake.

bake, tale, late, rake

7. John is going to _____ a piano solo tonight.

away, stay, play, boy

8. We saw a _____ of birds today.
rock, stock, block, lock
9. Mother did not _____ the children.
near, fear, hear, dear
10. Use a _____ color against a dark color.
right, bright, might, flight

The children did very well in this test.

Number taking the test - 20

Number getting 0 wrong - 18

Number getting 1 wrong - 0

Number getting 2 wrong - 2

The purpose of the test on the fourteenth day was recognition of word forms.

The directions: draw a line through the word that is incorrect in the following sentences.

1. The ball ^{roll} rolled down the street.
2. Jim's bicycle ^{cost} costing fifty dollars.
3. Did you see their new car? ^{there}
4. The rose is a sweet smelling ^{flour} flower.
5. John and Bill bought ^{to} two fishing rods.
6. Some of the children know how to swim very well. ^{too}
7. Bill walked ^{though} through the assembly hall. ^{no}
8. I ^{saw} was late for the performance today.
9. She has ^{throne} thrown the basketball into the basket.
10. Hurry or we will ^{lose} loose our place on the train.

Although this test involved spelling it proved most inter-

esting from a reading standpoint also.

Number taking test - 20

Number of perfect scores - 17

Number having one wrong - 1

Number having two wrong - 1

Number having three wrong - 1

The fifteenth day was the final testing day. In a teacher made test intended to measure ability to see beginning consonants, beginning blends and vowels in context the following test was given.

The directions were as follows:

Draw one line through each beginning consonant. Put a circle around each beginning blend and underline each ending blend. In your art work you mix red and yellow to make orange. In words two sounds are put together to make one. The new sound is called a blend just as you blend colors. Hyphenated words are treated as one word.

The paragraph was read first by one of the members of the class.

After they marked beginning consonants, beginning blends and ending blends the children put their pencils down. After a rest of about one minute they were told to take their red and blue crayons. Since they had been taught long and short vowels they understood the terms. Draw a circle around all short vowels with your red crayon. Draw a circle around all long vowels with your blue crayon.

The following is a list of words with beginning consonants:
the, name, means, great, country, has, proved, to, be, this, to,
the, states, the, fars, minerals, fish, lumber, strange, climate
frigid, some, parts, but, very, pleasant, near, the, capital,
three-fourths, the days, have, some, rain, soldiers, know, how,
much, for, there, The midnight, sun, northern, lights, glassy,
glaciers, bleak, snow-capped, mountains, huge, flowers, make,
beautiful, scenery, would be, wrong, not, to, see, sometime.

There were 66 words beginning with consonants. This number
included the hyphenated words as single words.

Number taking the test - 20

Number getting 66 words 5

"	"	65	"	6
"	"	64	"	3
"	"	63	"	0
"	"	62	"	2
"	"	61	"	0
"	"	60	"	3
"	"	59	"	0
"	"	58	"	0
"	"	57	"	0
"	"	56	"	0
"	"	55	"	1

The beginning blends were gr, pr, sh, st, th, th, sr, dr,
gl, str, br, go, fr, fl, th, wh, wh making a total of 17 begin-
ning blends.

The number tested - 20

Number getting 17 correct - 15

" " 16 " - 2

" " 15 " - 1

" " 14 " - 2

This part of the test showed a definite knowledge of beginning blends.

The ending blends were:

<u>all</u>	<u>an</u>	<u>en</u>	<u>er</u>	<u>et</u>
call	pan	frozen	dinner	wet
small	Japan	when	silver	yet
all			copper	
			lumber	
			other	
			older	

<u>ing</u>	<u>ite</u>	<u>ough</u>	<u>ound</u>
steaming	quite	though	round
leaking			
dripping			
gleaming			
cooking			

Many may not want to call ough, and ound blends but prefer to class them as phonograms. There was a total of 23 ending blends with the following results

Number taking the test - 20

Number getting 23 correct - 0

Number getting 22 correct - 1

"	"	21	"	- 1
"	"	20	"	- 5
"	"	19	"	- 4
"	"	18	"	- 5
"	"	17	"	- 0
"	"	16	"	- 1
"	"	15	"	- 3

Next the short vowels were checked:

1. The sound of a as in hat:

Alaska	Japan
pan	and
Canada	handle
and	and

2. The sound of e as in pet:

very	wet	yet
let's	when	

3. The sound of i as in sit:

it	it	with	silver	it
it	in	it	fish	grim
is	dipper	dripping	fill	is

4. The sound of o as in top:

north	of
or	copper
bottom	of

5. Sound of u as in cup:

up us

must up

lumber

There was a total of 43 short vowels with the following results:

Number taking the test - 20

Number getting 43 short vowels correct - 0

"	"	42	"	"	"	- 0
"	"	41	"	"	"	- 0
"	"	40	"	"	"	- 0
"	"	39	"	"	"	- 0
"	"	38	"	"	"	- 5
"	"	37	"	"	"	- 3
"	"	36	"	"	"	- 6
"	"	35	"	"	"	- 0
"	"	34	"	"	"	- 0
"	"	33	"	"	"	- 1
"	"	32	"	"	"	- 0
"	"	31	"	"	"	- 3
"	"	30	"	"	"	- 0
"	"	29	"	"	"	- 2

This showed a weakness in vowels when found in context.

The next section of the test was to check ability in locating long vowels in context. The vowels were as follows:

1. Long a as in cake:

name way shaped

2. Sound of e as in me:

means	be	gleaming
we	because	each
neatly	keep	we
steaming	leaking	

3. Sound of i as in kite:

like	fine
quite	islands

4. Sound of o as in rope:

own	gold
hole	frozen
though	older

5. Sound of u as in tube:

huge

There was a total of 25 long vowels with the following results:

Number taking the test - 20

Number getting 25 correct long vowels - 0

"	"	24	"	"	"	- 0
"	"	23	"	"	"	- 0
"	"	22	"	"	"	- 0
"	"	21	"	"	"	- 1
"	"	20	"	"	"	- 1
"	"	19	"	"	"	- 6
"	"	18	"	"	"	- 7
"	"	17	"	"	"	- 4

Number getting 16 correct long vowels - 0

" " 15 " " " - 0

" " 14 " " " - 1

The results of both vowels test showed a weakness whereas a sense of security was noted in beginning consonants and beginning blends and ending blends.

The results of the test also showed the combinations involving l and r as the second or third letter caused little difficulty except in a negative way. The blends kn, wr, and re were seldom recognized which might indicate an unfamiliarity with them visually. In few cases did these same pupils fail to sound blends correctly.

As a result of the fifteen days' testing it was noted that a firm knowledge of consonants both at the beginning and end of words, beginning and ending blends, prefixes, suffixes were established. Vowels still caused some difficulty and would continue to require attention.

The name Alaska means "Great Country. It has proved to be this to the United States in the amount of furs, minerals, fish, and lumber. Its strange climate is frigid in some parts but very pleasant in others. Near the capital three-fourths of the days have some rain, and our soldiers know how much fog there is. The midnight sun, northern lights, glassy glaciers, bleak, snow-topped mountains and huge flowers make beautiful scenery. It would be wrong not to see Alaska sometime.

The paragraph above is a sample of the story used for the test given on the fifteenth day.

CHAPTER SIX

SUMMARY AND CONCLUSIONS RELATED TO FINDINGS

Summary

1. Investigation

Present status of reading levels of grades 4, 5, 6.

2. Set up remedial program based on phonetic shortages.

3. Inaugurated a series of lessons in word analysis as extension of the primary grade work.

4. Retested to determine new status.

5. Reteaching program for small control group including both standardized and teacher made tests.

Conclusions

It has long been a matter of discussion in educational circles whether a phonetic background for children in the primary grades is advisable and necessary.

This survey showed concrete evidences of insecurity in independent word analysis with its resulting breakdown in phrasing and sentence sense and a general feeling of instability on the part of teachers receiving such groups of children.

It was the opinion of this writer that as a result of the work done with this group over a period of two years that there was more confidence in sight reading, more ability was seen in recognizing known parts of new words, with a more secure foundation in word analysis.

This study indicated that:

1. Phonetic training in the primary grades has been

superficial and inadequate.

2. The teaching of phonics should be extended to the upper elementary grades.
3. A program of word analysis in all six grades would improve boys' and girls' reading to such an extent that not only would they love it but also it would serve them in all activities of school and life which involved the printed page.
4. Outside activities such as a school reading laboratory or school library would stimulate their reading. (A branch of the public library was opened in the school in the spring of 1944 with a monthly circulation of 1600 books for 325 pupils)
5. There is a definite need for books in science, social studies, and reading lessons, so written as to have high interest level with easy vocabulary. Such a book will prove to be most useful and valuable to teachers on the intermediate level.

* * * * *

CHAPTER VII

SUGGESTIONS REGARDING FURTHER INVESTIGATION

It would be most interesting to see a study made of children in the same grade levels - four, five, and six in a system that had emphasized phonetic training to compare the results as against those not having had phonetic training.

It would also be interesting to test these children either in the seventh or eighth grade to see if this work has carried into their reading a greater part of which is silent and independent study habits must be firmly established.

It would be most worthwhile to have a book of high interest level and a low vocabulary for intermediate grade level.

CHAPTER EIGHT

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CHAPTER NINE

APPENDIX

Test for Beginning and Ending Consonants

1. sit	big	right	rest
2. am	same	rain	rain
3. back	bake	day	lake
4. how	horse	rose	house
5. held	cold	rolled	spell
6. best	meet	seat	said
7. stand	say	win	make
8. book	lick	this	but
9. like	pan	lost	bake
10. stake	push	best	mile

Test for Beginning Blends

1. which	wash	wait	was
2. catch	cat	close	cover
3. brown	black	blast	blot
4. rain	chain	drink	drink
5. wring	walk	wait	all
6. try	badly	pretty	tie
7. feet	beet	seat	steel
8. hard	half	gave	close
9. ear	deer	clear	hear
10. give	live	drive	sieve

Auditory

Name _____

- | | |
|-------------------------------------|---|
| 1. a e o d g | 16. along around alone atone |
| 2. e f r t k | 17. forgot target forget forgotten first |
| 3. at ball ill all fall | 18. would word world whirlwound |
| 4. dog boy day boys play | 19. duck daughter collar drink doctor |
| 5. me name men man run | 20. terror tremble trouble terribly terrible |
| 6. was ask saw see say | 21. inform uniform reform information form |
| 7. told older elm out old | 22. curtain certain sustain curtains maintain |
| 8. tis sit eat it site | 23. radiate radiator radish radiation mediator |
| 9. child can bold call cold | 24. hovel shave shovels shrivel shovel |
| 10. king kind dark kin knit | 25. gastric alkaline gasoline glycerine gasification |
| 11. barn bun burn bar done | 26. vocation vaccination vacation vacate vocalization |
| 12. quack quick quickly queen quart | 27. invent inverted imitation invention invitation |
| 13. hard handy hardly had harder | 28. thermometer terminator through typewriter transformer |
| 14. nose nice ice race nice | 29. photograph autograph phonograph photogravure photographer |
| 15. speak speck stick spice peck | 30. respirator reporter reported importer report |

Visual

- | | |
|----------------------------------|--|
| 1. y b d g f | 16. clear clean close climb lean |
| 2. n h m r t | 17. par park trap party quart dark part |
| 3. no on imp in nip | 18. sight sought rough ought taught aught tough |
| 4. goes do go ago dog | 19. quite quick quack point quiet question quit |
| 5. saw was as was waste | 20. state elation tasted station stationed started skating |
| 6. bot tab tap top pat | 21. dinner differ difference deferent different deference |
| 7. girl dog boy dig day | 22. nomination notion mention mountain mountains motion mentioned |
| 8. won no now mow was | 23. quarter portion bracelet particle practice practical poultice |
| 9. and tend on ended end | 24. other the weather wealth whether whither wealthier |
| 10. lack clock black block dark | 25. obscure advice above advise advances dance advance |
| 11. frost first fast firm trust | 26. sore obscure scare secure second server cure |
| 12. same came name some somebody | 27. portable possible probably problem probable practical desirable |
| 13. slat last lost lot blast | 28. contact contain contract contracts contacts capital convict |
| 14. jump jest just jot must | 29. immediate meditates mediate meditate material meditative |
| 15. drip prop drops rap drop | 30. regular regulate regulation registration negotiation radiation recognition |

Newton Public Schools

Listen carefully. Put a circle around the word which begins with same letter as the word I say.

- | | | | |
|---------|------|-------|-------|
| 1. feet | beet | seat | seal |
| 2. doll | all | ball | call |
| 3. hard | half | gave | have |
| 4. hold | told | sold | cold |
| 5. ear | deer | clear | hear |
| 6. give | live | drive | sieve |

Listen carefully. Put a circle around the word which begins with the same two letters as the word I say.

- | | | | |
|----------|--------|-------|-------|
| 1. then | time | two | toe |
| 2. hope | stop | top | hop |
| 3. her | where | here | there |
| 4. she | school | same | sleep |
| 5. black | blue | bear | brown |
| 6. care | chair | catch | bear |

Listen carefully. Put a circle around the word which begins with the same three letters as the word I say.

- | | | | |
|-----------|--------|-------|--------|
| 1. stand | street | best | fect |
| 2. spring | ring | sing | spell |
| 3. me | tree | those | three |
| 4. ink | sink | link | shrink |

Listen carefully. Circle the word which ends with the same two letters as the word I say.

- | | | | |
|----------|-------|--------|-------|
| 1. watch | was | wait | wash |
| 2. catch | cat | close | cover |
| 3. brown | black | blast | blot |
| 4. rain | chain | drink | ring |
| 5. wall | walk | wait | all |
| 6. try | badly | pretty | tie |

Listen carefully. Circle the word which has the same family of letters as the word I say.

- | | | | |
|---------|-------|--------|-------|
| 1. sit | big | right | best |
| 2. am | same | rain | ran |
| 3. back | bake | day | lake |
| 4. how | horse | rose | house |
| 5. held | cold | rolled | spell |
| 6. best | meet | seat | said |

1. whom	house
2. sub	light
3. light	shoes
4. ink	well
5. tooth	deer
6. over	ever
7. head	not
8. rein	marine
9. workman	paste
10. can	place
11. pin	ship
12. fire	case
13. stair	cushion
14. air	head
15. table	where
16. eye	cloth
17. every	knot
18. over	phones
19. ear	glasses
20. how	plane

1. then	- hen, the, he
2. seesaw	- see and saw
3. notebook	- note and book, no, not
4. following	- follow and wing and low
5. small	- all
6. around	- round
7. telephone	- phone
8. transport	- port, ran, sport
9. window	- wind, in win
10. snowball	- snow, ball, all
11. tailor	- tail, or
12. throughout	- through, rough, out
13. stagecoach	- stage, coach, see, tag
14. trail	- rail
15. hinge	- in
16. donkey	- key, do, on
17. stone	- tow, on, tone
18. somebody	- some, body, so, me
19. sink	- ink, sin, in
20. blotter	- blot, lot

Words and their Kinnavyplaneairhighcheerfeargreatuselikesmallagreewiseportcomfortbravelow

1. The pilot guided the _____ successfully.
ship, strip, grip, slip
2. The submarine _____ beneath the surface.
flank, sank, blank, tank
3. The plane _____ into the air.
coared, soared, board, hoard
4. Did he _____ his sister's book?
take, bake, rake, flake
5. The children enlarged the _____ of Spain.
map, tap, cap, rap
6. Marion wants to _____ a cake.
bake, take, lake, rake
7. John is going to _____ a piano solo tonight.
away, stay, play, bay
8. We saw a _____ of birds today.
rock, stock, block, flock
9. Mother did not _____ the children.
near, fear, hear, dear
10. Use a _____ color against a dark color.
right, bright, might, flight

1. roll
the ball rolled down the street.
2. costs
Jim's bicycle costing fifty dollars.
3. there
Did you see their new car?
4. flour
The rose is a sweet smelling flower.
5. to
John and Bill bought two fishing rods.
too
6. no
Some of the children know how to swim very well.
7. though
Bill walked through the assembly hall.
8. saw
I was late for the performance today.
9. throne
She has thrown the basketball into the basket
10. lose
Hurry or we will lose our place on the train.

<u>all</u>	<u>an</u>	<u>en</u>	<u>er</u>	<u>et</u>
call	pan	frozen	dipper	wet
small	Japan	when	silver	yet
all			copper	
			lumber	
			other	
			older	

<u>ing</u>	<u>ite</u>	<u>ough</u>	<u>ound</u>
steaming	quite	though	round
leaking			
dripping			
bleaming			
cooking			

1. the sound of a as in hat:

Alaska	Japan
pan	and
Canada	handle
and	and

2. the sound of e as pet:

very	wet	yet
let's	when	

3. the sound of i as in sit:

it	it	with	silver	it
it	in	it	fish	grim
is	dipper	dripping	fill	is

4. the sound of o as in top:

north	of
or	copper
bottom	of

5. Sound of u as in cup:

up	us
must	up
lumber	

1. long a as in cake:

name way shaped

2. sound of e as in me:

means be gleaming

we because each

neatly keep we

steaming leaking

3. sound of i as in kite:

like fine

quite islands

4. sound of o as in rope:

own gold

hole frozen

though older

5. sound of u as in tube:

huge

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